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ABSTRACT

The annotated bibliography lists 33, 16 millimeter films previewed and/or used by the training staff of the Oregon Rehabilitation Research and Training Center in Mental Retardation. Many of the films describe current treatment strategies, programs, attitudes, concepts, or theories related to the habilitation of the retarded. In Section A, a descriptive summary of each film is provided which includes the film length, whether or not it is in color, and suggestions for appropriate use. Section B lists the names and addresses of distributors, and Section C indexes films under subjects such as behavior modification approaches and community services. (LS)

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Films in Mental Retardation: A Select Annotated Bibliography

Kevin B. McGovern and Esther R. Brummer

March, 1973

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The training staff at the University of Oregon Rehabilitation Research and Training Center in Mental Retardation has conducted a wide variety of short-term training programs over the past five years. These seminars were designed to meet the training needs of rehabilitation personnel attending the programs. During these programs, the staff provided trainees with a wide variety of educational activities to increase their knowledge of rehabilitation processes employed with retarded clientele.

In order to make these training activities more interesting, informative, and worthwhile, the staff frequently used a variety of films to help describe current treatment strategies, programs, attitudes, concepts, or theories related to the habilitation of the retarded. By using these films as teaching aids, the trainers were able to provide trainees with a comprehensive training experience.

During these training programs, the staff learned several important lessons regarding the use of films as training tools. For example, all films should be previewed before showing them to an audience. The titles of films do not always give sufficient indications of their content or emotional impact. Some films may not be suited for certain audiences because of these content considerations. In addition, films are intended to assist, not to replace, trainers. Also, the value of any film is enhanced by adequate monitoring.

The primary purpose of this paper is to provide a descriptive summary of films that were previewed and/or used during the Research and Training Center's training seminars. Its contents have been divided into three sections, A, B, and C. In Section A, a descriptive summary of each film

is provided. Section B contains a listing of distributors from which the films may be ordered for preview, rental, or purchase. Section C is a subject index, listing each of the described films by major subject.

FILM DESCRIPTIONS

AIDS FOR TEACHING THE MENTALLY RETARDED (16 mm, Color, 40 min.)
(Five short films)

Produced in cooperation with the staff at the Laradon Hall School for Exceptional Children in Denver, Colorado, this film illustrates how various forms of physical and cognitive training activities can contribute to a retarded child's development of motor skills. The majority of the activities revolve around a physical-motor-perceptual training program designed by Roy McGlone. These activities were organized under five categories: (a) Motor training, (b) Initial perceptual training, (c) Advanced perceptual training, (d) Integrated motor-perceptual training, and (e) Sheltered workshop. Each of these categories is represented by a short film that can be used separately.

The first section illustrates the use of devices such as crawling mazes, balance beams, and stepping ladders and discusses their role in developing general coordination and body awareness. The second and third sections illustrate the use of card matching, discrimination tasks, and manual exercises and discusses their role in developing important hand and eye coordination behaviors. The fourth section demonstrates how activities such as roller skating, hop-scotch, and dancing can facilitate perceptual-motor skills. The fifth section depicts retarded persons participating in a number of working roles in which job tasks are geared to the individual's level of adaptive behavior. In this activity, the individual is introduced to a variety of vocational skills, learns the concept of financial reimbursement for a job completed, and acquires feelings of responsibility and accomplishment.

These films can be utilized by a variety of persons working with the retarded---psychologists, teachers, occupational therapists, and child development workers.

Index Listing: 2, 3, 7, 11, 19, 26, 35, 43

ALL BY BUTTONS (16 mm, Color, 28 min.)

This film deals with the normalization of the developmentally disabled and with behavior management as a technique which can be used to promote normalization. The importance of community attitudes toward the developmentally disabled is also underscored.

"All My Buttons" could be used as a very effective stimulus for discussion among personnel in various helping professions, parent groups, and other interested members of the community.

Index Listing: 5

ASSESSMENT (16 mm, Color, 26 min.)

Five methods used in the vocational evaluation of rehabilitation clients are described and demonstrated in "Assessment." These methods are: psychological testing; work samples; situational assessment; job analysis; and job tryout. Advantages and disadvantages of each approach are discussed.

"Assessment" would be informative and interesting for rehabilitation counselors and work evaluators, especially.

Index Listing: 29

CARE OF THE YOUNG RETARDED CHILD (16 mm, Color, 18 min.)

This film will be of interest to individuals concerned with early child development. "Care of the Young Retarded Child" illustrates the importance of an adequate understanding on the part of parents and those working with the retarded regarding the normal progression of the motor-perceptual developmental phases of early childhood. A lack of awareness of the "signs" indicating retardation or other childhood diseases has caused many parents to become frustrated when their child has failed to learn or develop at a normal pace. In such cases, a progression of unpleasant failure experiences has often followed for the child. This film provides an overview of the basic principles of child development, diagnosis, training, and care of retarded children with varying levels of adaptive behavior. In addition, many of the day-to-day problems facing parents of the retarded are displayed. A flyer providing information for discussion leaders is included with the film.

Index Listing: 3, 25, 26

A CHILD IS WAITING (16 mm, B&W, 60 min.)

Shown on television in the early 1950's, this film portrays what was commonly perceived to be an inevitably traumatic episode in the lives of the retarded and their families---institutional placement. Made to appeal to popular imagination, it not only comes across as maudlin, but fails to enlighten us about any aspect of the current approach to the problems connected with placement. The film's reference to the problems connected with differences of viewpoint among various institution personnel

is afflicted with the same short-comings. Accordingly, it should be viewed as a highly dramatic and out-dated interpretation of what occurs when disturbed and conflicted parents place their child in an institution without the professional counseling and effective lines of communication between them and the institution that are today recognized as essential to the process of placement.

Index Listing: 31

COUNSELING THE MENTALLY RETARDED (16 mm, Color)
(Five Parts)

This series of films was developed at the University of Kansas and was based on the proceedings of a conference on special problems in the vocational rehabilitation of the mentally retarded. It is one of the few resources in the field which is directly relevant to all phases of the vocational rehabilitation process with this group. The five films can be used separately or sequentially.

Besides being useful for pre-service or in-service training of rehabilitation counselors, the films could be used very productively with a number of other groups. Teachers, parents, social workers, all others who are concerned with the adjustment of the retarded and with his ability to work as a key aspect of that adjustment, would find these films informative. Each of the five films is described below.

Index Listing: 9, 32, 38

Part I: THE NATURE OF MENTAL RETARDATION (25 min.)

The first film of the series portrays basic concepts, definitions, and classifications related to the term "mental retardation." It begins by contrasting the varying rates of development of young retarded and non-retarded children and illustrates the fact that retarded children have a more arduous time adjusting to their environment. The remainder of the film outlines the categories of retardation, including brain infection, toxic agents, physical damage, disorders of metabolism, brain tumors, prenatal disease or damage, postnatal disease, and social or environmental causes. Individuals manifesting mental retardation associated with conditions such as microcephaly and hydrocephaly are also presented.

The film stresses that a perfect correlation between the various causes of retardation and potential adaptive behavior does not exist. The importance of thoroughly assessing behavioral, emotional, and cognitive assets and limitations is emphasized. Through a coordinated comprehensive rehabilitation plan, the family, teacher, physician, and counselor can provide the individual classified as retarded with sensible social, educational, and vocational learning experiences.

Part II: EVALUATING THE RETARDED CLIENT (20 min.)

The importance of the individualized evaluation of the client throughout the rehabilitation process is emphasized in this film. Of particular value in arriving at a valid assessment of the client are (1) multidisciplinary evaluations, and (2) viewing the client in his own lifespace, outside of the counselor's office. The psychologist,

physician, vocational evaluator, psychiatrist, all have valuable data to be integrated by the rehabilitation counselor into a complete picture of the assets and limitations of his client. Since adaptive behavior is at least as important in the client's adjustment as intellectual competence, and since adaptive behavior can be taught, it is imperative that as much of the client's behavior as possible be observed by the counselor.

Evaluation of the client is only one aspect of the evaluation process. The other component is the evaluation of community resources and programs. Only by assessing both components can progress toward rehabilitation be made.

Part III: TRAINING RESOURCES AND TECHNIQUES FOR THE RETARDED CLIENT (20 min.)

In this reel of the series, the counselor is presented as an intermediary and expediter of community resources. Again, the integration of several professional disciplines into the rehabilitation process is stressed.

The training resource of the sheltered workshop and the training technique of a token economy system are given special emphasis. Four guidelines for training programs are given: realism, reward, recognition, and responsibility. The goals of training for the mentally retarded are: occupational responsibility, self-esteem, and community integration.

Part IV: COUNSELING THE RETARDED CHILD AND HIS FAMILY (20 min.)

The mentally retarded person has the same emotional and psychological needs as any other person, but is usually frustrated in his attempts to satisfy these needs. The film suggests that by helping to rearrange his client's values, the counselor can help to have his client's needs met.

The importance of the family in the adjustment of the retardate is stressed. Without attention to possible problems in the home, or to lack of support for the client's independence, the counselor may be short-circuiting his own efforts toward facilitating the success of the client.

Helping the mentally retarded client to learn to behave like other people is a major purpose of counseling. It is also clear that behavior in one situation may not be appropriate to another situation, and the counselor may have to help in the transition. Such transitions are likely to be necessary at four "crisis points" in the life of the client. The importance of maintaining contact is thus underscored.

Part V: POST-PLACEMENT COUNSELING (25 min.)

In this reel of the series, teachers, counselors, parents and employers talk about the adjustment problems of mental retardates. Total life adjustment is the focus, including the crucial hours before 9:00 a.m. and after 5:00 p.m.

Examples of retardates' difficulties with day-to-day stresses of life are presented. The lack of leisure time activities, inadequate preparation for sexual relationships, community misconceptions and negative attitudes are all problems which are discussed.

This is the most aesthetic film of the series.

DANNY AND NICKY (16 mm, Color, 56 min.)

This two-part film portrays the life styles of two mongoloid children, Danny, age 9, and Nicky, age 14. Nicky has been placed in an institution for the retarded, whereas Danny lives at home and attends a special education

class. Throughout the fifty minute film, the assets and limitations of the two environmental settings are contrasted. For example, Nicky is observed interacting with peers in a large shabby recreation room at the institution, while being supervised by custodial aides. In comparison, Danny is shown receiving individualized attention at home from his parents and siblings. Particularly dramatic is the contrast between the responsiveness of the two boys, underscoring the implications of environmental effects upon behavior.

Index Listing: 3, 13, 14, 15, 26, 39

GRADUATION (16 mm, Color, 20 min.)

"Graduation" follows a group of mentally retarded young persons into the community after their graduation from a high school special class. While their need for special services continues, the necessary resources are frequently not available. The dearth of sheltered workshops, activity centers, and recreational programs is illustrated with the aid of statistics drawn from the follow-up study on which the film is based.

This film would lend itself to fund-raising as well as to training activities.

Index Listing: 40

GROOMING FOR MEN (16 mm, Color, 30 min.)

Designed for use directly with mentally retarded persons, the film's purpose is to communicate the importance of good grooming and personal hygiene in both social and job settings. Using a cartoon character named

Albert, the film covers proper body care and selection and care of clothing.

"Grooming for Men" would be especially useful in a group discussion situation, possibly augmented by role-playing.

Index Listing: 29

HANDLE WITH CARE (16 mm, B&W, 28 min.)

"Handle With Care" depicts the varied services received by selected mentally retarded persons in the greater Los Angeles area, often with the initial help of one particular agency. The emphasis is on implementation of the "fixed-point-of-referral" concept.

Other points made by the film are: the importance of early identification and treatment; the unique contributions to the habilitation process made by various professionals; and the importance of the integration of these contributions.

The film was produced in the early 1960's and is dated in some respects. The important points it communicates are still relevant, however.

Index Listing: 3, 31

HELP WANTED (16 mm, Color, 27 min.)

Presenting an up-to-date treatment of several of the problems and issues confronting the rehabilitation counselor in his daily work, this film is highly recommended to prospective and practicing rehabilitation counselors.

Three questions kept in mind: Can you identify with this counselor's role?; Would you handle this situation differently?; If so, how? - as each of the situations unfolds would facilitate a meaningful discussion after the film.

Ways of helping perspective employees learn how to deal with the difficult questions that emerge in interview settings are illustrated. How should an ex-mental patient, for example, respond if asked by an employer about his stay at a mental hospital? In another situation, an acutely depressed diabetic who is reaching middle age is helped to find a meaningful job. The counselor is also shown in a home situation and this provides further evidence of his wide range of responsibilities and need for flexibility.

Through these situations, the film clearly brings out the counselor's role in relation to other rehabilitationists that are working with the handicapped and in relation to the institution, community, workshop, and home.

Index Listing: 12

THE HOPE AND THE PROMISE (16 mm, Color, 25 min.)

This film acquaints us with three individuals whose accounts of their successful rehabilitation experiences provide insights into the counselor's role in the rehabilitation process. First, a former telephone lineman who was crippled by arthritis tells of his progress through the rehabilitation process to become a drafting expert. Second, a woman whose lifelong ambition was to become a concert pianist tells of the severe depression immobilizing her after her fingers were damaged in a fire. Eventually, with the aid of a rehabilitation team she was able to adjust her goals to her new situation and came to lead a satisfying life as a music teacher. Third, the family of a mentally retarded boy relates how they were referred to a rehabilitation counselor because of their inability to cope with their son's maladaptive behavior. Richard was placed in a workshop where

his aptitudes and work skills were evaluated. In a program based on his needs and abilities, he acquired work skills, grooming habits, and social behaviors which were appropriate. He was then able to transfer his new learnings to a regular work environment, where they were reinforced and expanded.

Illustrating some of the human problems with which the rehabilitation counselor deals and levels of client-counselor interaction, this film is an excellent orientation to the professional responsibilities of the rehabilitation counselor. It is also a good introduction to the general concept of rehabilitation.

Index Listing: 16, 33

HORIZONS FOR THE MENTALLY RETARDED (16 mm, Color, 20 min.)

This film shows how job analysis, as part of a meaningful training program, can open up many important jobs for the retarded. It was produced at the Albertson Training Center on Long Island, New York, and is narrated by the Center's director, Henry Viscardi. Viscardi maintains that the most important step in expanding job opportunities for the retarded is job analysis, both within the workshop and in the community. When jobs are broken down into their component parts within the workshop, the result is a wider variety of tasks that can be learned effectively by persons with intellectual limitations. Task analysis in industry will accomplish the same goals. This means that many jobs are available to the retarded other than sorting nuts and bolts or sewing bean bags. Job analyses have shown that there are a large number of jobs; e.g., keypunching,

computer coding, console operating, sautering, for example, that can be mastered by retarded individuals.

This film would be appropriate not only for rehabilitationists interested in the area of workshops for the retarded, but to employers who are reluctant to hire the retarded.

Index Listing: 1, 39

AN INDIVIDUAL BEHAVIOR MODIFICATION PLAN (16 mm, Color, 22 min.)

During this film, Jacqueline Montgomery, Ph.D., explains and demonstrates the fundamentals of a basic behavior modification plan. Using inappropriate grooming behavior as a target problem, Dr. Montgomery teaches a ward attendant how to chart behavior, identify reinforcers, and implement a behavioral training program using reinforcement principles. Examples of the client's pre- and post-dressing behaviors are also provided. In summary, this film demonstrates how basic principles of behavior modification are employed to change inappropriate grooming behaviors.

Index Listing: 30

INTRODUCING THE MENTALLY RETARDED (16 mm, B&W, 15 min.)

Views of the etiology and prognosis of mental retardation prevalent ten to fifteen years ago are reflected in this film. It is a disease extremely difficult to control or prevent and the mentally retarded cannot develop socially adaptive behaviors.

The opening scene shows pilots and stewardesses getting off a plane while the narrator informs us that the mentally retarded throughout the nation will never be able to achieve sociological status as pilot or

stewardess. The problems that face the retarded throughout their lives are also stressed. The medical aspects of mental retardation are emphasized.

Today, the approach to mental retardation emphasizes that the retarded can learn through appropriate methodology. Consequently, this film could probably be used best as an illustration of a certain "era" in the history of mental retardation. It could provide a contrast between how the retarded were dealt with ten years ago and the methodologies currently being used, such as precision teaching, token economy systems, and operant conditioning. Using the film in this context would illustrate the progress being made in the area of mental retardation.

Index Listing: 18, 37

A LIGHT FOR JOHN (16 mm, B&W, 22 min.)

The film dramatizes a day in the life of a thirty-five year old mentally retarded man who lives with his elderly mother. She narrates the film, describing John's activities, his problems, and her attitude toward them. The feeling dimensions beyond her words are emphatically shown in the film: loneliness, apathy, resignation, interdependency.

The film is dated in some respects; e.g., the cars and clothing are out-of-style and the quality of sound is not good. Despite these factors, however, the film does an adequate, at times articulate, job of presenting the situation of a mentally retarded man who has not received special services. The fact that relatively few films deal with the adult retardate in the community increases the value of "A Light for John."

Index Listing: 17

MENTAL RETARDATION: Parts 1 and 2 (16 mm, Color, 30 min. each)

Part 1:

Part 1 presents an overview of types of mental retardation, current research and research accomplishments, and the importance of early diagnosis and adequate community facilities in the treatment of mental retardation. A thread heavily woven throughout the presentation is that of hope and humanitarianism.

There are two very interesting and useful segments of this film. The first deals with a comprehensive evaluation and formulation of plans for treatment of a mentally retarded child. Several important points are made here, e.g., the importance of early diagnosis and the contributions made by different disciplines. The discussion of on-going research and the impact of research on treatment is also well done.

An unfortunate aspect of the film, however, is that while the narrator is saying that the mentally retarded are "more like us than unlike us," stress is placed upon the severe end of the continuum of retardation. There is relatively little mention of the 85% of diagnosed retardates at the upper end of the continuum.

Because of the severity of the physical anomalies presented, audiences should be selected and/or screened prior to showing the film.

Part 2:

The major focus of Part 2 is the movement toward keeping retarded children at home and includes a discussion of the community facilities and agencies necessary to accomplish the goals of this movement.

Using the child who was diagnosed in Part 1 as a focus, the provision of public school training classes, day care centers, and counseling services are presented. Later, special education and methods of vocational assessment and training are shown.

Several factors combine to make this film an effective tool for informing and/or training those interested in the mentally retarded. The coverage of methods of habilitation of the retarded, from day care centers to vocational placement is fairly complete. The presentation of special education, vocational training in the schools, sheltered workshops, and other types of vocational preparation is enhanced by the use of real-life settings for filming.

Index Listing: 3, 36, 39

OPERANT CONDITIONING: A TOKEN ECONOMY (16 mm, Color, 15 min.)

Produced at Camarillo State Hospital under the direction of Raymond McBurney, M.D. and Jacqueline Montgomery, Ph.D., this film describes a token economy system employed by the hospital staff with their population of retarded residents. Evidence is presented to illustrate the utility of this type of treatment system for retarded persons living within an institutional environment. The description focuses on a three-level token economy system through which retarded residents learn adaptive behavior. After acquiring skills and behaviors defined for the first level, the residents are confronted with progressively higher levels of competency demanded by levels B and C. The behaviors appropriate to each level are clarified, and the types of reinforcers built into each level are illustrated and explained. A major goal of the program is to teach the client a set of behaviors that will increase his likelihood of functioning effectively in the outside world.

In summary, this film provides a non-technical overview of the principles related to a token system, including the roles of various staff members. This film can be well used with rehabilitation and mental health personnel interested in behavioral approaches.

Index Listing: 30

OUT OF THE SHADOWS (16 mm, Color, 17 min.)

This film demonstrates an intensive training program for severely retarded children in an institution. When the children enter the institution most of them require constant nursing care. After a year in the program, which is based on a well-organized reinforcement system, they are toilet-trained, able to feed themselves properly, and able to travel institution grounds alone.

Parents, special educators, institution personnel, etc., who view this film will be given two major messages: reinforcement therapy is effective; and there is hope for the more severely retarded child.

Index Listing: 9

SOMEBODY WAITING (16 mm, Color, 25 min.)

This very exciting film illustrates how staff members at Sonoma State Hospital in Napa, California, made a variety of therapeutic improvements at a cottage for severely retarded, multiply handicapped children. The narration of the film, which includes voices of several staff members, demonstrates how these severaly disabled children were being habilitated prior to implementation of a new program. The apathy of the residents was matched by the apathy of the staff. During the film, the staff members

illustrate several creative changes. For example, a physical therapist taught the staff how to use some important principles; the children were exposed to live rabbits and roosters; members of the community were encouraged to interact with the severely disabled children. By altering the ward's activities and staff attitudes, an alternative, refreshing form of milieu therapy is provided for an almost forgotten population of disabled children.

Since this film is likely to cause a variety of emotional reactions among the viewers, it should be closely monitored.

Index Listing: 21, 39

THE STEP BEYOND SERIES (16 mm, Color)

The three films described below may be used separately or sequentially. Each of the films is designed to teach viewers the basic steps of behavior modification skills useful in assisting the mentally retarded child to reach the level of adaptive behavior acceptable for admission into special education classes in the community. The films are up-do-date, clear in their presentation of information, and non-technical enough to have wide appeal and teaching value.

Potential audiences for these films would include: physicians, teachers, social workers, paraprofessionals, psychologists and parents of retarded children.

Index Listing: 23

GENESIS (25 min.)

The first film in the series presents the step-by-step behavior modification procedures used to teach basic self-help skills to retarded children. Areas of self-help skills included are dressing, eating, and toileting.

ASK JUST FOR LITTLE THINGS (20 min.)

The second film of the series moves from the basic self-help skills into more advanced activities of daily living. Skills taught with behavior modification techniques in "Ask Just for Little Things" are ambulation, attending behaviors, and personal hygiene.

I'LL PROMISE YOU A TOMORROW (20 min.)

The last film of the series covers the rest of the life skills necessary to prepare the retarded child for a community education setting. Communication, following directions, and orientation to group situations are the areas presented. Again, as in all three films, the emphasis is on instructing the parent or paraprofessional to teach these skills to the retarded child.

SUPERVISION IN VOCATIONAL REHABILITATION COUNSELING (16 mm, Color, 51 min.)

This film depicts the interactions of an agency supervisor with three new counselor trainees. Since "good supervision" is defined as "good counseling, once removed" stress is placed on the techniques used by the supervisor to guide his supervisees "toward professional maturity." Some attention is given to the role and function of the rehabilitation counselor,

but the major emphasis is placed on client-trainee and trainee-supervisor relationships. By making the trainees aware of their own interpersonal biases, the supervisor seeks to enhance their work with their clients.

The film does an interesting and rather complete job of presenting the implementation of one of a number of possible theories of counseling and supervision. What the dramatization leaves unsaid or unclear, the narration neatly summarizes.

Potential audiences for the film would include students in counselor training programs, agency administrators, supervisors, and counselors.

Index Listing: 10

TEACHING THE MENTALLY RETARDED: A POSITIVE APPROACH (16 mm, B&W, 25 min.)

The "positive approach" used in this film is behavior modification. By following the progress of profoundly retarded children who are taught by this approach, several points are dramatically made.

Beginning with the first scene in which profoundly retarded children are shown performing stereotypic behaviors, the film proceeds to counter many of the usual objections to behavior modification. That is, the custodial care, failure, and hopelessness depicted in this scene provide a vivid background for the progress which is shown later.

Several of the basic tenets of such an approach are presented in non-technical terms. For example, the importance of immediacy and precision in providing reinforcement, of breaking tasks down into simple components, and of the contiguity of primary and secondary rewards are presented through a series of episodes showing an attendant working with a profoundly retarded boy. The method is presented as simple and practical, with dramatic implications for opening the world to the retarded.

The film is not designed to make its audience into skilled behavioral technicians. Instead, it realistically and powerfully presents a very viable approach to the habilitation of the mentally retarded.

Index Listing: 32

THERE WAS A DOOR (16 mm, B&W, 30 min.)

This dated, British film's theme of non-institutional treatment of the retarded centers around the problems of one family faced with the decision of whether to commit their nineteen-year old son.

The largest portion of the film, in terms of time and number of words, deals with the mentally retarded as "poor unfortunates." Several stereotypes are perpetuated; e.g., they are adults with the minds of children, they have a preference for routine work, some "even" learn to think. There is only perfunctory attention paid to community treatment implemented through activity centers and sheltered workshops. The need for and advantages of such facilities is underplayed.

One possible way in which "There Was A Door" might be used with a group interested in the habilitation of the mentally retarded would be as a contrast with where we are in philosophy and treatment today.

Index Listing: 3, 35, 37

THEY CALL ME NAMES (16 mm, Color, 16 min.)

The effects of the stereotype that has developed in reference to the retarded are displayed in this film, leading to a fresh awareness of the cruelty of stigmatization. During part of the presentation, children tell their own stories about how it feels to be retarded and what it means to be stereotyped.

"They Call Me Names" also portrays people's reactions to the retarded child as another aspect of the effect of the stereotype. Reactions of fear and/or apprehension have been the source of many misguided decisions and ideas. For example, such feelings have often caused parents to institutionalize a child who could have been kept at home.

The error of evaluating a person on the basis of IQ alone is discussed. It is emphasized that evaluation must consider the total person, including his level of adaptive behavior.

Excerpts from the Special Olympics held for the retarded are presented, meant as evidence that, when provided with appropriate education and respect for their self-image on the part of society, individuals classified as retarded can achieve levels of maturation that approximate that of normals.

Index Listing: 20, 27

TO LIGHTEN THE SHADOWS (16 mm, B&W, 20 min.)

Recreational activities for the mentally retarded is the focus of this film. Children with mental retardation are portrayed participating in normal camping activities such as boating, fishing, crafts and singing. The fact that these campers have special needs is presented, along with the fact that they are very much like other children.

Index Listing: 25

TO SOLVE A HUMAN PUZZLE (16 mm, B&W, 18 min.)

To demonstrate progress in the area of mental retardation, interviews are conducted with recipients of the Kennedy awards for research, service etc., in the area. Several approaches to prevention, education, and habilitation of the mentally retarded are presented around the central theme

of the film, new hope for the mentally retarded.

In a particularly moving segment of the film, a group of parents discuss the dynamics involved in their own acceptance of their retarded child. Helping professionals who work with these parents might well benefit from this discussion of the dynamics of adjustment.

Since the film was produced, several of the movements cited as radical have become routine. It is interesting to note the dramatic advances in the field of mental retardation in a relatively short period of time.

Index Listing: 31

TRAINING FOR TOMORROW (16 mm, Color, 14 min.)

This film focuses on the job evaluation and job training program carried out at the McDonald Training Center in Tampa, Florida, illustrating the types of jobs that an individual classified as retarded can adequately perform. Retarded adolescents and adults are shown performing farming tasks, working with power tools, repairing soft drink boxes, learning basic carpentry skills, and operating a printing press. Individuals are also shown building television antennas, and operating recreational equipment at a local carnival.

The film is narrated, in part, by a retarded young adult. He explains that many individuals classified as retarded can satisfactorily perform a variety of work tasks.

Index Listing: 28

A WALK FOR HOPE (16 mm, Color, 10 min.)

Filmed in Alaska, "A Walk for Hope" demonstrates how inspired citizens raised funds for the mentally retarded. More specifically, community

representatives agreed to donate money to people who would walk miles for a new facility for the retarded. Candid shots are shown of the participants, including the trials of sore and blistered feet. Also, ground breaking ceremonies for the new facility are portrayed.

In summary, this film illustrates an alternative method of acquiring funds to provide services to mentally retarded clients.

Index Listing: 24

WHO ARE THE WINNERS? (16 mm, Color, 20 min.)
Film being revised

This film is based on the Milwaukie Project, a study of a preventive approach to cultural familial retardation. The project, a research program designed by Dr. Rick Heber and staff, has implications for those concerned with the mentally retarded and with the relationship between poverty and mental retardation.

Through this program, infants who have a high probability of becoming retarded are placed into an extensive training program for a long-term period. In addition, their mothers are given vocational, social, and educational training opportunities.

The viewer witnesses the contrasting behaviors presented by the children who were in the extensive learning program and those who were placed in a no-treatment control group. Although the long range effects of this program are still unknown, the film and the findings upon which it is based, suggest that a large percentage of cultural familial retardation can be prevented through an enriched early learning program.

Index Listing: 42

WHO WILL TIE MY SHOES? (16 mm, B&W, 60 min.)

The nature of this film requires that it be followed by appropriate discussion. "Who Will Tie My Shoes?" opens with a statement to the effect that the public is apathetic about the role of the mentally retarded in society. It then proceeds to tell the story of the retarded persons in the institutions of New York City. Viewers learn that for many retarded individuals the waiting list is over a year; for some, it is as long as four years. Then, viewers are confronted with a sensitivity group composed of retarded persons. During the group process, the members give emotional responses to questions regarding what it means to be retarded; how this affects them today; how it affected them when they were children. Another group therapy scene is presented, in which parents respond to the question of what it means to have a retarded child.

The film has several shortcomings. Some of the content is out-of-date. For example, the narrator talks about cultural or sociological brain damage. Nevertheless, the film retains its value, except for use as an introduction to mental retardation.

Index Listing: 4, 34

WILL IT BE YOU? (16 mm, Color, 28 min.)

The major purposes of "Will It Be You?" are to interest undergraduates in pursuing rehabilitation counseling as a profession and to inform the general public of the services available to them through rehabilitation counselors. Beginning with a poetic dialogue on the effects of disability, the film discusses the preparation, roles, and functions of the counselors who work with clients to mitigate the effects of these disabilities.

One actual counselor is followed by the camera through a typical day, providing the viewer an opportunity to participate with him in his interactions with clients. A scene portraying a supervision session with a counseling trainee who is working with a mentally ill client is also helpful. Not only is the supervisory process depicted, but some of the differences between rehabilitation counseling and psychotherapy are made clear.

"Will It Be You?" can provide much useful information pertaining to rehabilitation counseling. It can also be used as a potent stimulus for discussion among students and practitioners in the field.

Index Listing: 6

YOU'RE IT (Descriptive information not available)

This film points out the importance of and availability of recreational activities for retarded children and adolescents. Regarding importance, Stan Musial explains how a sequentially planned physical fitness program can contribute to the development of the basic physical skills, strengths, and endurance that will help the retarded participate in recreational activities and cope with future jobs. Also, the value of arts and crafts within the context of both vocational and avocational goals is discussed. The Boy Scout program is presented as an example of the availability of recreational activities open to the mentally retarded.

"You're It" creates this topic somewhat superficially, but it could be used as a stimulus for discussion focusing on the leisure-time activities of the retarded, an area too often overlooked by rehabilitationists.

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1	Abilities, Inc. Human Resources School Albertson, New York 11507
2	Abraham Krasker Memorial Film Library Boston University, School of Education 765 Commonwealth Avenue Boston, Massachusetts 02215
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* Audio-Visual Department
Parsons State Hospital and Training Center
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10	Campus Film Distributors Corporation 20 E. 46th Street New York, New York 10017
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18	Division of Cinema University of Southern California University Park Los Angeles, California 90007
19	Division of Mental Health Jefferson City, Missouri 65701
20	Educational Film Distributors, Ltd. 577 Jarvis Street Toronto 5, Ontario, Canada
21	Educational Films for the Exceptional 8519 Ceylon Avenue Rico Rivera, Californai 90660

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22	Extension Media Center University of California Berkeley, California 94720
23	Film Incorporated 733 Greenbay Road Wilmette, Illinois 60091
24	Hallmark Films and Recordings, Inc. 1511 E. North Avenue Baltimore, Maryland 21213
25	Hope Cottage 3501 North Light Boulevard Anchorage, Alaska 99501
26	International Film Bureau, Inc. 332 S. Michigan Avenue Chicago, Illinois 60604
27	Kinsmen NIMR Building (York Univ.) 4700 Keele Street Downsview, Toronto, Canada
28	The Learning Garden 1081 Westwood Blvd. Suite 213 Los Angeles, California 90024
29	MacDonald Training Center Foundation, Inc. 4424 Tampa Bay Boulevard Tampa, Florida 33614
30	Materials Development Center Rehabilitation and Manpower Services University of Wisconsin-Stout Menomonie, Wisconsin 54751
31	Jacqueline Montgomery, Ph.D. Box A, Division 4 Camarillo, California 93010
32	National Association for Retarded Children 420 Lexington Avenue New York, New York 10017

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33	National Medical Audiovisual Center (Annex) Station K Atlanta, Georgia 30324
34	National Rehabilitation Association 1522 K Street, N.W. Washington, D.C. 20005
35	Mr. Charles Nelson CCM Films 866 Third Avenue New York, New York 10022
36	New York University Film Library 26 Washington Place New York, New York 10003
37	Pennsylvania State University Audio-Visual Services University Park, Pennsylvania 16802
38	Psychological Cinema Register Audio-Visual Aids Library Pennsylvania State University University Park, Pennsylvania 16802
39	The Special Education Instructional Materials Center 1115 Louisiana Street Lawrence, Kansas 66044
40	Oregon DCE Film Library P.O. Box 1491 1633 S.W. Park Avenue Portland, Oregon 97207
41	The Stanfield House 900 Euclid Avenue Santa Monica, California 90403
42	Thorne Films, Inc. 1229 University Avenue Boulder, Colorado 80302

Index Listing	Distributors
43	University Extension University of Wisconsin Bureau of Audio-Visual Instruction P.O. Box 2093 Madison, Wisconsin 53703
44	University of Minnesota Film Library 2037 University Avenue, S.E. Minneapolis, Minnesota 55455

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